



CLUB ADVISOR HANDBOOK

2017-2018

“Advising can be the single most significant component of a student’s successful college experience” (Light, 2001).

PURPOSE OF ADVISOR HANDBOOK

This handbook is intended to be a guide to assist faculty advisors who supervise student clubs and organizations at Pierce College.

There are many benefits associated with becoming an advisor to a student organization, such as:

- ✓ Observing students learn and develop new skills.
- ✓ Watching a disparate group come together to share common interests and work toward common goals and an understanding of differences.
- ✓ Developing a personal relationship with students.
- ✓ Furthering personal goals or interests by choosing to work with an organization that reflects one's interests.
- ✓ Sharing one's knowledge with others.

Each advisor perceives his/her relation to a student organization differently. Some advisors play active roles, attending meetings, working with student officers, and assisting in program planning and development. Others maintain a more distant relationship to the organization. Each advisor is expected to maintain regular contact with his/her organization. An advisor accepts responsibility for keeping informed about activities of the organization and for advising officers of the organization on the appropriateness and general merits of policies and activities. However, advisors are not responsible for the actions or policies of student organizations; students are solely responsible. Advisors should be both accessible and interested and should provide whatever counsel a group or its members might seek. Given the myriad of purposes, activities, and objectives of various student groups, the role of the advisor will vary in some degree between groups.

BASIC ROLES OF THE ADVISOR

The purpose of this section is to outline basic roles of an advisor. As groups vary in their expectations and needs, it is important that you, as an advisor, develop an understanding with the organization you are to represent as to the nature of your involvement. The advisor and group should agree on a set of expectations of one another from the onset and should write this list down as a contract between the group and the advisor. You may assume the following roles as an advisor:

Mentor

Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. If the student is seeking an education and a career in your field, you may be asked to assist in his/her professional development. To be effective in this capacity, you will need a knowledge of their academic program and profession, a genuine interest in the personal and professional development of new professionals, and a willingness to connect students to a network of professionals.

At times, students will seek out someone to assist with their personal development. In this capacity, a mentor will have a basic understanding of student needs and perspectives, a desire to challenge students intellectually and emotionally while providing support to meet the challenge, and the ability to listen to students’ verbal and nonverbal communication. Students may want to

talk to you about family or relationship issues, conflicts they are having with other students, or to have conversations about their ideas and thoughts on different subjects.

Team Builder

When new officers are elected or new members join the organization, you may need to take the initiative in turning the students from individuals with separate goals and expectations into a team. Team building is important because it enhances the relationships of the students between one another and the advisor. Positive relationships help the organization succeed and to work through conflicts and difficult times. To accomplish the goal of creating an effective team, it is necessary to conduct a workshop (if you and the students have the time, a full-scale retreat encompassing team building and goal setting could be planned) to engage students in this process.

As the advisor, you may consider working with the student officers to develop a plan and to have the students implement it. Training students in effective techniques for team building will keep students invested in the organization and give them the opportunity to learn what it takes to build a team.

Conflict Mediator

Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. When working with students who have come in to conflict, it may be necessary to meet with them discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the organization. Ask them how they think they can work together, point out the organization's mission, and ask how their conduct is helping the group achieve its mission.

Sometimes, one student may be causing problems with other students. In many cases this student may not realize that his/her actions are causing a problem. In this case, speaking with the student individually could be helpful. Chances are that no one has met with the student previously and discussed how his/her attitudes are impacting other people and how those attitudes or actions can be changed to make everyone feel better. In many cases, the student will appreciate honest feedback.

Reflective Agent

One of the most essential components to learning in "out of classroom" activities is providing time for students to reflect on how and what they are doing. As an advisor, you will want your officers to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance. Then be honest with them. Let them know when you agree with their self-perceptions and in a tactful manner let them know when you disagree. Remember, any criticism you provide students should be constructive and you will want to provide concrete examples of actions the student took that seem to contradict their self-perceptions. When students discuss their weaknesses, ask them how they can improve those areas and how you can help them. Students usually have the answer to what they need; they just don't like to ask for help. Remember to have students reflect on their successes and failures.

Educator

As an advisor, your role of educator will often come through the role modeling of behavior, guiding the student in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing, but sometimes this can be the most

important action of all. Allow the students to make their decisions even if they do not agree with your ideas. Sometimes, students will succeed; other times, they may fail. The key is to return to the role of the reflective agent and give the students a safe place to reflect on their experiences.

Motivator

As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their “cheerleader” to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of their efforts, appealing to their desire to create change, and to connecting their experiences at Pierce College to the experiences they will have in the community.

Policy Interpreter

Student organizations operate under policies, procedures, and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans.

As an advisor you will assume numerous roles and all possible roles are not mentioned here. A key idea to remember is that you are an advisor not the leader. You provide guidance, insight, and perspective to students as they work on projects, but you should not be doing the work. Students will learn if they are engaged. Be careful of being challenged into doing the work for a student project. The students make the decisions, and they are accountable for those decisions, and for the successes and failures of their groups.

NOTE TO ADVISORS:

Throughout this Advisor Handbook, sub-headings that signify a Los Angeles Pierce College policy or procedure are specifically labeled using the below sub-heading.

Los Angeles Pierce College policies and procedures are identified in this way for your convenience and easy reference.



PIERCE COLLEGE SPECIFIC INFORMATION

ADVISING DO'S

Each advisor and organization leadership should openly discuss what kind of role the advisor should play with the organization. Some organizations have a pool of advisors to assist them with different aspects of the organization (financial, scholarship, programming, etc.) Some advisors have a high level of involvement with every aspect of the organization, while others have a very limited role. It is up to the organization and the advisor to set the parameters of involvement.

The following list is a guideline to the “dos” of student organization advising:

- Assist officers with procedural matters. Be knowledgeable of the organization’s purpose and constitution and help the general membership adhere to them.
- Be knowledgeable about, and comply with federal, state and local laws and ordinances, as well as LACCD and Pierce College campus policies. Inform the group of pertinent policies.
- Empower students to take action and to take satisfaction in seeing the student organization succeed.
- Allow the group to succeed, and allow the group to fail. Learn when to speak when not to speak. Remember to let the students make the decisions while you provide guidance and advice.
- Represent the group and its interests in staff and faculty meetings.
- Develop clear expectations about the role of the advisor and your relationship to the organization.
- Be knowledgeable of the organization’s structure, history, constitution, and by-laws.
- Maintain a complete officer and membership list with addresses and phone numbers.
- Develop a strong working relationship with all the officers.
- Discuss concerns with officers in private and praise them in public.
- Orient new officers and members to the history and purpose of the group.
- Help to resolve intragroup conflict.
- Enjoy growth in the students’ development, and help develop their leadership potential.
- Be visible and choose to attend group meetings and events. At the same time, know your limits. Establish the advisor attendance schedule at organization meetings, which is mutually agreed upon by the advisor and the student organization.
- Know your group's limits. Help students find a balance between activities and academic responsibilities.
- Be consistent with your actions. Model good communication skills and listening skills.
- Be available in emergency situations.
- Head off situations that might give rise to poor public relations for the student group or Pierce College.
- Carefully review monthly financial reports from the organization.
- Encourage feedback and the evaluation process.
- Encourage attendance at leadership trainings and student engagement programming.
- Operate with integrity. Do things right and to do the right things. Guide and assist students in becoming responsible leaders.

It is important to remember that the advisor role is not always an easy one. It is important to realize that your first responsibility is to the overall well-being of the students and to uphold campus and community policies and regulations.

Adapted from the Wesley College Student Organizational Manual and Boland, Paul A., Student group advising in higher education, ACPA Student Personnel Series No. 8; Schreiber, V. and Pflughaar, E. “Supervising vs. Advising”, UMR-ACUHO, 1999; and Adapted from Leader Bits, University of Kansas.

ADVISING STYLES & SKILLS

Situational advising allows you to change your advising style to match the development needs of the individual or organization you advise. Your advising style is the way you advise when you work with someone. It is how you conduct yourself, over time, when you are trying to influence the performance of others.

Advising Styles

You can vary these based on your assessment of the students/groups readiness level. Many times, advisors may struggle with students because they believe that they need a higher level of interaction or direction when the student is actually able to accept more of a delegating style.

Directing: The advisor provides specific instructions and closely supervises task accomplishments. Use this style with students/groups that are at a low level of readiness.

Coaching: The advisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress. Use this style with groups that have a few leaders that are at a higher readiness level who will need your support with the rest of the group to get things accomplished.

Supporting: The advisor facilitates and supports the efforts toward task accomplishments and shares responsibilities for decision making with the students. Use this style with students/groups that are just starting to understand the concepts that will lead to success - the group is just starting to "get it".

Delegating: The advisor empowers the students to conduct their own decision making, problem solving, and delegating. Use this style with students/groups that are at a high level of readiness.

Advising Skills

Flexibility: You must be able to move from one style to another in order to meet the needs of the different types of students and multiple circumstances you will encounter.

Diagnosis: You have to learn how to diagnose the needs of the students you advise. Determining what is needed as opposed to what is wanted is sometimes a difficult task. It is also important to note that what is needed is not always the thing that will get the most positive response - it is what will lead the student through a problem, set the standard for the future, or help to teach the student a valuable life lesson.

Contracting: You have to learn how to come to some agreements with students. It can be helpful to work together to reach an agreement as to which advising style they seek from you. This is a valuable lesson for assisting students with understanding the rules of engagement and interaction that will be carried forth as they mature.

Information provided by Jon Kapell, Associate Director of Campus Activities, Drexell University

TROUBLESHOOTING

The following lists are provided so that an advisor may have a better idea of the types of potential problems he/she may face with their organization (Lorenz and Shipton, 1984).

Leadership Problems

- The leader does not consult with the organization before making significant decisions.
- The leader appears to lack self-confidence, is non-assertive, and lacks interest in organization.
- The leader has work overload, and too many time-conflicts.

Membership Problems

- Low attendance at meetings.
- Members have low satisfaction and morale, are bored, or do not communicate well.
- An individual member's goals differ from those of the organization.

Organizational Problems

- Meetings are disorganized and/or too long in length.
- There is no continuity from one year to the next.
- The organization has no "plan of action".

Inner-organization Problems

- Disagreement between an organization and other student organizations.
- Disagreement with institutional policies and procedures.

Advisor Problems

- Organization members avoid the advisor.
- Organization members do not pay attention to advisor's advice.
- The advisor assumes a leadership function.

LIABILITY AND RISK MANAGEMENT

As an advisor of a student organization, you are the college's representative regarding the organization's activities. You are expected to give sound advice to your organization.

If you have concerns about a situation unique to your organization or to a specific event sponsored by the organization you advise, please contact someone from the Pierce College staff who is knowledgeable about liability and risk management. Although there is no way to completely eliminate risk and legal liability associated with a program or event, there are ways to reduce risk and provide a safer environment for program participants. Here are a few things that your organization can do to identify and reduce risk:

- ◆ Complete a Pre-Event Planning Form to clarify the needs and expectations of participants.
- ◆ Identify specific risks involved in the event. These could include physical risks (such as an event with physical activity) and liability risks (such as events involving minors or travel).
- ◆ Assess the capability of the group to manage risk.
- ◆ Identify the challenges in managing risk, as well as resources to assist in your planning.
- ◆ Develop a plan of action in reducing risk.
- ◆ Communicate with everyone involved (officers, members, advisors, participants, facilities staff, etc.)

- ◆ Identify options for reducing risks by including, but not limited to:
 - ⇒ Preparing liability waivers, if necessary.
 - ⇒ Providing advanced training
 - ⇒ Assuming a 'worst case scenario' and preparing for it in order to reduce likelihood of it occurring
 - ⇒ Utilizing waivers that outline the specific nature and risk associated with the event.

Adapted from University of Wisconsin-Stevens Point Student Organization Advisor Manual.

BUDGETING

One task that groups face is the development of a plan that is fiscally responsible with funds.

A budget is:

- A tool for planning and controlling organizational funds.
- A formal written guideline describing your organization's future goals expressed in financial terms within a set period of time.
- A detailed statement of estimated income and expenses.
- A historical record of the organization's activities during a given periods.

A budget can:

- Help refine goals that reflect the realistic resource environment.
- Compel organization members to use funds efficiently and appropriately.
- Provide accurate information to adjust, analyze, and evaluate programs and activities.
- Aid in decision making.
- Provide a historical reference to be used for future planning.

Developing a Budget

- ◆ Begin preparations a month or more before the close of the current year.
- ◆ Prepare an outline of the organization's planned activities for the coming year
- ◆ Do careful studies, investigations and research of funding, cost and resources.
- ◆ Determine the available funds (carry over balance from previous year, cash on hand, funds in account, interest, etc.)
- ◆ Estimate expected income and when it is expected to be available (dues, sales, etc.)
- ◆ Get price quotations on big expenditures, delegate responsibilities to members.
- ◆ Rank order by their relative importance, which activities/programs are the widest expenditures of funds.
- ◆ Choose programs to initiate; ask how much is available to allocate.
- ◆ Negotiate as necessary: eliminate or limit less essential expenditures.
- ◆ Revise, review, coordinate, cross-reference, and then assemble into a final budget; the budget must be flexible to anticipate conditions which might have been overlooked during planning.
- ◆ Vote to approve budget.

Managing the Budget

- ◆ Once approved, adapted and prepared, it should be monitored closely.
- ◆ Set and maintain a minimum cash balance.
- ◆ Formulate procedures and policies needed to achieve objectives.
- ◆ Keep an accurate log of financial transactions.
- ◆ Set up internal controls (checks/balances) designed for safeguards and accurate accounting data.
- ◆ Control cost-allow only approved expenditures.
- ◆ Assess budget regularly.
- ◆ After the budget period has elapsed, determine the outcome of each expense and revenue.
- ◆ Complete a signature card for transactions to the Pierce College Business Office each semester.

FUNDRAISING

Many student organizations have big plans and excellent ideas for programs or services. However, few organizations have the finances to make these plans real. It is important for student organizations to have some kind of fund raising plans and to execute those fundraisers with the utmost professionalism, accountability, and legitimacy. Fundraising events can be a lot of fun for all involved. It is important to make the fund raising project a group effort and to get as many people involved as possible. Not only will you have more help to accomplish your goals, but you will also get more people interested in giving money. The key to being successful in fundraising is to be creative and to keep your goal in mind. Members of your organization will not get excited or interested in your fund raising efforts if they do not know where the money will go. Make sure that the reason you are raising money is a legitimate cause, and let everyone know why you are raising funds.

Planning Your Fundraiser

- ◆ Become certified for club fundraising by the Pierce College Business Office.
 - ◆ Set a goal, and ask members for suggestions. What do the members want to do? Brainstorm for ideas.
 - ◆ Find out what has been done before. What worked? What didn't? Why? How can you improve?
 - ◆ Check into local and state regulations. Check Pierce College policy.
 - ◆ Involve all segments of your group, not just the officers.
- People contribute to what they create. Get as many volunteers for your project as possible. Make sure they understand the cause and are willing to contribute their time and effort.
- ◆ Determine your market: college students, campus community, etc.
 - ◆ Know your overhead.
 - ◆ Advertise wisely.
 - ◆ Let everyone know your expectations in advance and update on progress.
 - ◆ Recognize everyone involved in the planning and implementation of the fund raising project. Reward those who achieve. Make certificates, ribbons, or other type of small rewards for everyone who volunteered for the project.
 - ◆ Thank supporters. Give your donors some kind of tangible reminder of how they contributed to a good cause. Create and maintain good will with these contributors, because they will help in the future.
 - ◆ Complete a written evaluation or report, and make sure you include:
 - Contact names, addresses, and phone numbers
 - Time lines and important dates
 - Suggestions of things to do differently

PIERCE COLLEGE SPECIFICS - FUNDRAISING 101

- Per Administrative Regulation E-68, all club fundraisers must be approved by a majority vote of members, in a club meeting, and recorded in the club's meeting minutes (which must be signed by the club advisor).
- The fundraising activity must be approved in writing, by both the Associated Students Organization (ASO) Advisor or designee and the College's Vice President of Administration or designee. The request for approval must include: the purpose of the activity, purpose for raised funds, invited participants, and the event description/location. Regardless of location of event, the club advisor must be present throughout the event.

Clubs must submit an "Event Request Form" for approval at least two-weeks before the fundraiser is to be held.

The club's president or treasurer will serve as the contact person who will:

- Collect all funds daily, or by the next working day, for deposit in the Business Office for credit to proper club account and taxes, if applicable.
- Issue numbered receipts, if tickets are sold, and submit to the Business Office along with the deposit.
- Present valid receipts along with disbursement request/check request forms to receive reimbursement for personal funds utilized in the approved fundraising activity.
- Submit all sales proceeds and funds to the Business Office immediately following the last fundraising day.
- Any club that uses the college facilities and receives the benefits of chartering must follow the rules indicated above, in addition to the guidelines in Club Manual. *If these requirements are not met, the fundraiser will no longer be authorized, its activities terminated, and the club's charter may be suspended.*

PROGRAM PLANNING CHECKLIST

Over the course of time, your student organization will most likely plan a program of some kind. Programs can range from social to educational, for a cause or simply for fun. When planning a program, there are many factors to consider - who, what, when, where, and why factors:

Who is involved with the Program?

- Who will be involved with planning and implementing the program? Are committees appropriate and who will be on them? Who needs to approve the program?

What--Description of the Program

- What will the program accomplish? Is it necessary?
- What is your target population (immediate campus community, local community, city, etc.)? How many people do you estimate attending?
- What are the costs involved with the Program?
- Consider food, supplies, advertising, tickets, prizes, transportation off campus, etc. Should the program be co-sponsored with another group? When will the Program happen?
- Does the date conflict with major exams, holidays, or other important events around campus?

Where will the Program be held?

- Locations include spaces around the Pierce College mall area, and off-campus sites.
- How will people know about the Program?
- What needs to be done to advertise the program? Posters, e-mail, personal contact?
- When does the advertising need to go out? Who will be in charge of coordinating ads?

Why?

- What is the purpose of our program? What are our goals? Why are we doing this? How does this program support the vision and scope of our group?
- Have you considered the following?
- Gender bias and gender-neutral language; religious backgrounds, rituals and traditions; diverse racial and/or ethnic populations; needs of students with disabilities; economic limitations faced by some residents; heterosexual bias and diverse sexual orientations.



PIERCE COLLEGE SPECIFICS – CREATING A SUCCESSFUL EVENT

- If a room reservation is needed for club meetings, please fill out an event request form no *less* than 15 working days prior to event.
- Determine where you would like to hold your event (on-campus vs. off-campus).
- Check the Pierce College calendar to ensure that no conflicts occur with the date of your event.
- **ALL** events must have a corresponding Student Meeting & Event Facility Use Request Form.
- If event is off-campus, a student participation form, and an Excursion/Field trip waiver must be completed.



PIERCE COLLEGE SPECIFICS OF OFF-CAMPUS EVENTS

The following apply specifically to all events held off-campus (Administrative Regulations E-77)

- **Field Trip Waivers** for every student involved in off-campus trips shall be completed and signed prior to the field trip. Students under the legal age of 18 years old must have a waiver signed by their guardian. (These forms are available in the Student Engagement Office). When non-commercial transportation is being used, the students driving must provide the ASO advisor with a copy of their automobile liability insurance, and sign a liability waiver. Students being transported must also sign a liability waiver.
- All students participating a club or ASO-sponsored trip must be accompanied by an advisor. Exceptions may be made **ONLY** by the college president.
- No establishment may be patronized that has a discriminatory policy based on the restriction or exclusion of individuals because of race, sex, color, creed, national origin, sexual orientation, or disability.
- If a student is delegated to make arrangements for an off-campus event, s/he should carry a letter from the advisor authorizing him/her to do so.



PIERCE COLLEGE SPECIFICS - INDIVIDUAL REIMBURSEMENTS

If your club or organization plans to reimburse students who attended an event or conference upon their return, there are important things to remember to successfully document expenditures.

- If a student uses his/her credit or debit card, the credit/debit card must be owned by the student who is making the purchases and requesting the reimbursement.
- When submitting the requisition form, **TWO** receipts are due to validate the amount and source of payment for each expenditure. One is the itemized receipt, and the other is the receipt noting the total amount of payment and credit/debit authorization. Both receipts are required and should be submitted with the edges taped to a white piece of paper along with the requisition form.
- If the receipts document the requester's name, then a copy of credit/debit card is not required. However, reimbursement requesters are required to submit a copy of his/her credit/debit card with all numbers blacked out/hidden except the last 4 digits if a name is not explicitly listed on the receipt. This is the procedure that the Business Office confirms ownership of the credit/debit card as the person submitting the reimbursement.
- All requisition forms must be fully completed and signed by the reimbursement requester and club advisor when submitted to the ASO Treasurer.

PIERCE COLLEGE SPECIFICS – HOW TO ACCESS CLUB FUNDS

- All advisors and club officers must attend (and earn certification) a fiscal policy workshop conducted by the Pierce College Administrative Services.
- Each chartered Club has the ability to start an account in the Business Office.
- Finance training by the Pierce College Administrative Services staff is required for all club advisors and officers.
- The operating funds of the club are generated from membership dues, contributions, and fundraising.
- All clubs receiving or disbursing money must maintain their funds in a Business Office trust account (general account).
- *Funds cannot be maintained in a private account or held by club members.*

CLUB ACCOUNT FUNDING REQUESTS

Clubs are NOT separate legal entities and must comply with all LACCD procurement policies and procedures.

To utilize funds from a club account in the Business office:

- ❖ A funding request is initiated, signed and authorized by the club president and club advisor.
- ❖ A copy of the club meeting minutes that includes disbursement approval must be attached to the request. *Please refer to attachments for a sample minutes template.* The minutes must be signed by both the club president and advisor. Items must be clearly identified, including exact amounts and disbursement method, for the individual (or club) to receive funds.
- ❖ The original documentation, i.e. receipt, purchase order, billing invoice, must be attached.
- ❖ All funds raised/collected must be deposited in the club's account within 24 hours of receipt.
- ❖ The expenditure of funds from the ASO trust account is subject to the California Education Code, LACCD Board Rules and Administrative Regulations. Associated Students funds may be formally requested through the ASG Vice President of Clubs.

PIERCE COLLEGE SPECIFIC – HOW TO ACCESS ASO FUNDS

ASO FUNDING REQUESTS

1. All funding requests must be first reviewed by the ASO Senate. Please contact the ASO Vice President and/or Advisor to be added to the ASO Senate agenda. *Please note that ASO Senate and Finance meetings follow Brown Act and agendas must be posted 72 hours prior to the meeting. Late agenda requests will be deferred to the following week's meeting.*
2. The ASO Finance Request form must be submitted to the ASO Treasurer.
3. Once submitted, request will be reviewed in the Finance Committee Meeting.
4. If approved, the ASO Treasurer will then present request to ASO Senate Board. Majority approval is required for funding.
5. The College President's approval is required to amend ASO Budget.
6. It is *highly* recommended that for the requester to attend BOTH the Finance Committee and ASO Senate Meetings which review the request.

All items/events purchased with Club Council or ASO funds must acknowledge the financial support i.e. "Sponsored by [name of club], Club Council and ASO."

All equipment purchased using club funds must be reported to the Pierce College Business Office, tagged with the LACCD asset tag, and inventoried on an annual basis. Disposition of equipment must follow LACCD policies and procedures, and must be reported to the Pierce College Business Office.

DO NOT SPEND FUNDS UNTIL REQUEST IS APPROVED BY ASO.

STUDENT ORGANIZATION OFFICER ROLES

Each student organization writes its own constitution and bylaws, which should outline the basic role of each organization officer. It is solely up to the members of the organization to assign responsibilities to a specific officer. This reviews some possible position responsibilities. It is intended to assist you in constitutional development and to help you answer the question, "Now I've been elected, what am I supposed to do?"

Although a student organization's constitution lists some specific positions' responsibilities, each officer should have the freedom to personalize his/her office. Individual interest areas and skills often dictate the amount of time an officer spends on a particular responsibility. However, a focused officer never forgets what the basic responsibilities of his/her position are.

Role of the President

Some Potential Responsibilities

- Presides at all meetings of the organization
- Calls special meetings of the organization
- Schedules all practices, classes, and other activities of the organization
- Obtains appropriate facilities for organization activities
- Prepares and files any report required
- Appoints committee chair people
- Completes annual recognition forms
- Attends recognized student organization meetings
- Represents organization at official functions
- Maintains contact with organization advisor
- Maintains contact with organization alumni
- Maintains contact with affiliated department or section
- Maintains contact with national organization
- Remains fair and impartial during organization decision-making processes
- Votes in cases where there is a tie
- Coordinates organization elections

Role of the Vice President

Some Potential Responsibilities:

- Assume the duties of the President as needed
- Serve as an ex-officio member of standing committees
- Plans officer's orientation and organizational retreats
- Coordinates organizational recruitment efforts
- Represents organization at official functions
- Remains fair and impartial during organizational decision-making processes
- Coordinates organization elections

Role of the Secretary

Some Potential Responsibilities:

- Keeps a record of all members of the organization
- Keeps a record of all activities of the organization
- Keeps and distributes minutes of each meeting of the organization
- Creates and distributes agendas for each meeting of the organization
- Notifies all members of meetings
- Prepares organization's calendar of events
- Schedules all practices, classes, and other activities of the organization
- Obtains appropriate facilities for organization activities
- Prepares and files any report required
- Handles all official correspondence of the organization
- Manages organization office space
- Collects organization mail from the advisor or wherever mail is received
- Represents organization at official functions
- Remains fair and impartial during organization decision-making process
- Coordinates organization elections

Role of the Treasurer

Some Potential Responsibilities

- Keeps all financial records of the organization
- Pays organization bills
- Collects organization dues
- Prepares and submits financial reports to the members
- Prepares an annual budget
- Prepares all budget requests for funds
- Is familiar with accounting procedures and policies
- Advises members on financial matters
- Coordinates fundraising drives
- Represents organization at official functions
- Remains fair and impartial during organization decision making processes

OFFICER TRANSITIONS

One of the most important functions of an advisor is to assist in the transition from one set of organization officers to the next. As the stability of the organization, the advisor has seen changes, knows what works and can help maintain continuity. Investing time in a good officer transition early on will mean less time spent throughout the year training new officers through the semester. The key to a successful transition is making sure new officers know their jobs **BEFORE** they take office. Expectations should be clearly defined. There are a number of ways to conduct the officer transition. The following examples demonstrate two commonly used methods.

One-on-One Training, Advisor with Officers

While it is ideal to have the outgoing officer team assist in training the incoming officers, often it is left up to the advisor to educate the incoming officers. In that situation, there should be a joint meeting of the new officers. One of the most important functions of an advisor is to assist in the transition from one set of organization officers to the next. As the stability of the organization, the advisor has seen changes, knows what works and can help maintain continuity.

The key to a successful transition is making sure new officers know their jobs **BEFORE** they take office. Expectations should be clearly defined. There are a number of ways to conduct the officer transition. The following examples demonstrate two commonly used methods.

The Team Effort

The team effort involves the outgoing-officer board, the advisor, and the incoming officer board. This method involves a retreat or series of meetings where outgoing officers work with incoming officers on:

1. Past records/notebooks for their office and updating those together
2. Discussion topics should include:
 - Completed projects for the past year.
 - Upcoming/incomplete projects.
 - Challenges and setbacks.
 - Anything the new officers need to know to do their job effectively.

The advisor's role may be to:

- ◆ Facilitate discussion and be a sounding board for ideas.
- ◆ Organize and provide the structure of a retreat.
- ◆ Offer suggestions on various questions.
- ◆ After that meeting, the advisor should meet individually with each officer; examine the notebook of the previous officer (or create a new one).

Things to include in a new notebook:

1. Any forms the officers may need to use.
 2. Copies of previous meeting agendas and minutes.
 3. A copy of the organization's constitution and bylaws.
- ◆ "Fill in the blanks." If an outgoing officer does not know a procedure or policy, or does not have records to pass onto the new officer, the advisor can provide the information to ensure officers are educated.
 - ◆ Talk about what the officers hope to accomplish in the forthcoming year. Assess the officer's role in the organization. What are the expectations of each position? What are the student's expectations of the position and his/her goals?



PIERCE COLLEGE SPECIFICS – CHARTERING A CLUB

1. **Submit Charter Packet:** Submit your completed Club Charter Application to the Club Council President in the Student Engagement/ASO Office. For accounting purposes, a signature sheet must be completed with the Pierce College Business Office.
2. **Notice of Charter Status:** Once a club has been successfully chartered, an email will be sent to the Club President and Advisor, via the emails provided in the application. Clubs who are missing information, or those that have not been successfully chartered will also be notified via email.
3. **Club Council:** Attend the first Club Council meeting, even if your club has not completed chartering. Watch for a flyer announcing the first meeting on the ASO bulletin board and on the ASO website.
4. **Club Rush:** Club Rush is an excellent opportunity to promote awareness and recruit members for all clubs on campus. All clubs are strongly encouraged to participate and have club members present to recruit members.

At Pierce College, there are typically 50+ clubs chartered each semester. Chartering a club requires the following requirements:

1. **Registration Receipts:** A club is required to have at least 6 paid ASO members to be chartered. A copy of each member's registration receipt showing paid ASO membership fee for the semester must be attached to the charter packet. Fee receipts printed off the college website are acceptable; make sure the student's name and "fees paid" are printed on the receipt.
2. **Club Roster:** Write the name of those members on the roster page and have each one sign it. INDIVIDUAL SIGNATURES ARE REQUIRED.
3. **Club Advisor:** Club advisor must agree and sign Statement of Club Advisorship.
4. **Constitution:** Write a club Constitution and submit it with the charter application.
5. **Club Officers:** Elect the club's officers and select a Club Council Representative. Enter their names on the Verification of Officers page.

MEMBERSHIP AND RECRUITING

New members are the lifeblood of every organization. They bring new ideas, increase the organization's person power, foster organizational growth, prevent member bum out, and take over leadership roles when you leave.

People join organizations for many reasons. They want to get involved, meet people and make new friends; they want to develop skills and have fun. Groups need new members because they bring new ideas and talents, in addition to replacing old members. It is vital that an organization has a well-conceived and executed recruitment and retention plan.

Recruitment and Retention is the responsibility of every member of your organization! Every member must be involved in the planning and implementation of a recruitment and retention campaign. Some organizations create a Membership Development Committee that oversees the design and implementation of a recruitment campaign, maintains membership information,

plans and implements members training programs, coordinates the leadership selection/election process and plans social functions to enhance team building.

The following suggestions will help make your organization's recruitment efforts more successful:

Know and Understand Your Organization

It is important that both the leadership and the membership know what the organization goals and objectives are.

- Have an organizational meeting to discuss goals and objectives. Are your goals still accurate? Is it time to update them? Where do you plan for the organization to be in six months? A year?
- Decide on a direction to take. During this "organizational housekeeping" process, a certain theme or direction should become clear. What is this?
- Develop a membership profile. What type of people do you need to help the group succeed? Who would you like to have join? Who would complement your current membership?

Set Recruitment Goals

Now that you know the type of people you are interested in recruiting, the next step is to set some recruitment goals. How many new members can your organization reasonably assimilate into the group? Will you allow people to join at any time or only during a pre-designated recruitment period? Will you hold a mass meeting or is membership by invitation only?

- Keep your membership profile in mind. When designing your recruitment strategy, ask yourself what places do these prospective members most likely frequent? Do they have special interests? What kind of publicity would attract their attention?
- Remember what made you get involved. Probably the most important step in designing a recruitment strategy is for you to think back to when you first became involved. What attracted you? How were you recruited? If you weren't, how did you hear about the group? Why have you stayed involved?

Get Everyone Involved

Have your current members identifying people they know who might want to get involved. Personally invite them to attend a meeting. Word-of-mouth is the best publicity you can use.

- Talk about your group. Ask them about themselves – and really listen.
- Sell your organization and the benefits of membership. Tell them how the organization can benefit someone like them. Personalize the message to each potential member. Let them know how their talents, skills, and interests would help the organization.

Design an Advertising Campaign Using Visual Elements

Recruitment campaigns need to have a visual element as well. Have those members with artistic talents work on your posters, flyers, banners, bulletin boards, etc. Be creative and proactive.

Plan a Special Welcoming Meeting

Many groups find it beneficial to have a meeting or ceremony to welcome new members. Group participation in some form of official initiation process is one way to make your members feel wanted, needed and appreciated.

Hold an Orientation for New Members

Developing and conducting an organizational recruitment campaign is very important. Yet, as we all know, retaining these new members is another matter entirely.

- Train your new recruits. All too frequently, groups skip any form of orientation and just place their new recruits directly on committees or organizational projects.
- Teach new members about your organization. Although involvement is crucial to the longevity of the group, understanding the organization and its goals and objectives, structure, norms, and taboos is equally as important. By taking the time to orient new members to the privileges and responsibilities of membership, you create a more educated membership – people who can and will make significant contributions to the organization.

Elements of a successful orientation program reviews the following information thoroughly:

- The rights and responsibilities of members;
- Organizational governance, operating policies, and procedures;
- Organizational history, traditions, and programs;
- Assimilation of new members into the organization; and
- An overview of campus services, activities, programs for student organizations.

Adapted from Ball State University Downloads for Student Organizations and Advisors



CONNECTING WITH CAMPUS

Remember that a personal contact is always better than 1000 flyers and newspapers advertisements. People join organizations because they like the people they find there. Nothing can replace the simple act of getting to know someone and asking them to join the organization.

- ◆ Do not expect a person to come to a meeting in a room full of people he/she doesn't know. Offer to meet the student somewhere and go to the meeting together. Then make sure you personally introduce that person to others in the group.
- ◆ Have a membership drive.
- ◆ Recruit people by the issue that interests them. There are people very interested in one issue, you can recruit them to head up a program on that issue.
- ◆ When someone has expressed an interest in getting involved to any degree in your organization, immediately get them involved and give them a meaningful task to do.
- ◆ Go out of your way to make new members or potential members feel like "players" right away.
- ◆ Hold meetings and events in comfortable, visible, easy-to-come-to places.
- ◆ Make a list of all of the advantages of being a member. This could include public speaking opportunities, or any number of other things. Use this list of advantages as your major selling points for new members.
- ◆ Take photos at meetings and events, then put together a scrapbook for prospective members to view.
- ◆ When working to recruit members, always try to think in terms of "what's in it for them."
- ◆ Have an informational meeting.
- ◆ Print up business cards for your members to carry. Be sure to have a place for members to write his/her own name and number, but the card should also say, "Open meetings! Please come!"

Recruitment Tips and Suggestions

- ◆ Set up a series of **Informational Meetings**.
- ◆ Create a **Brochure** that will answer questions and serve as a resource.
- ◆ Develop a **Slide Show** that will "Tell the Whole Story."
- ◆ Set up **Informational Tables** in the Pierce College mall area (and fill out all required request forms)
- ◆ Reach out to **Staff and Faculty** who will encounter students searching for involvement – International Students Office, Counseling Services, Academic Departments, etc.
- ◆ Get an article in **The Roundup** about your organization.
- ◆ Set up a **Recruitment Table** at every event you sponsor.
- ◆ Ask each current member to **Bring a Friend** to your next meeting.
- ◆ Make **Announcements** at all of your programs.

From Dathe, T. and Tumbarello, T. "Advising 101" UMR-ACUHO, 1999. P. 27

MOTIVATION

What do others want?

It is NOT money or personal gain that most people want. They want intrinsic satisfaction. People will work harder for intrinsic satisfaction than they will for monetary income. The following are some ways that you as a leader can help people satisfy those intrinsic needs:

People Need to Feel Important

See people as worthwhile human beings loaded with untapped potential; go out of your way to express this attitude.

Give Praise

Reinforce for continual achievement. All people need praise and appreciation. Get into the habit of being “praise-minded.” Give public recognition when it is due.

Give People Status

The more status and prestige you can build into a committee or an organization, the more motivated the members become. There are many status symbols you can use to make others feel important. For example, develop a “Member of the Week/Month” Award or “Committee Chairperson of the Month” Award. In addition, simply treating people with courtesy is a way of giving them status.

Communicate

People like to know what is going on in the organization. They want to be told about problems, objectives, and “inside information.”

They feel recognized and important when they are kept informed. Two-way communication within the organization is necessary in order to achieve a mutual understanding. Mutual understanding leads to motivation!

Give Security

People need more than financial security. People will look to you for intrinsic security. For example, they must know that you like them, respect them understand them and accept them not only for their strong points, but also for their weaknesses.

People Need You – People Need People

Intrinsic satisfaction is what motivation is all about. You give them the reasons and that makes you the motivator – a person who gets things done through others.

Develop Purpose

Always explain why. Instill in the members that their assistance is vital for success. Share ways that participation can encourage personal growth.

Encourage Participation in Group Goal Development

Include all members when planning goals. Consider and follow through on members’ suggestions. Remember that we support that which we help to create.

Develop a Sense of Belonging

People like to belong. Those who feel like they belong will more likely invest themselves.

Specific Ways to Increase Motivation

- Give others credit when it is due them.
- Use “We” statements, and not “I.”
- Play up the positive and not the negative.
- Make meetings and projects appear attractive and interesting.
- When you are wrong, admit it.
- Use members’ names often.
- Let members in on the early stages of plans.
- Be fair, honest, and consistent – show no favoritism.
- Be careful what you say – do not gossip.
- Listen to others.
- Expect only the best and be proud when members achieve it!

Adapted from Ball State University Downloads for Student Organizations and Advisors

GRAPE Theory of Motivation

Growth Being able to increase one's skills and competencies, performing new or more complex tasks, participating in training programs.

Recognition Promotion within the organization, praise for achievements, positive and constructively critical feedback, receiving an award, printed references to an individual's activities, being "listened to."

Achievement The opportunity to solve a problem, to see the results of one's efforts, to reach goals that one has established to create a 'whole' tangible product.

Participation Involvement in the organizational decision making, planning and scheduling one's own work and controlling one's own work activities.

Enjoyment! Having fun in a warm, friendly, supportive atmosphere.

Adapted from Thundar Bolts, NDSU

WHY SHOULD YOUR ORGANIZATION HAVE A RETREAT/WORKSHOP?

Organization retreats and workshops enable student organizations to briefly get away from the distractions of school and work and to focus on the needs of the organization and the needs of the individual members of the organization. Planning for the future will enable an organization to operate more efficiently. By setting goals and planning together, members of an organization can operate more effectively as a team.

ESTABLISH THE PURPOSE FOR YOUR RETREAT

Team Building, Skills Training, Communications, Goal Setting, Problem Solving, Planning, Learning, Orientation, Socializing, Transition, Revitalization, Conflict Resolution

DETERMINING WHO THE RETREAT IS FOR

New Officers, Executive Board, All Organization Members, etc.

SELECTING A FACILITY

On Campus or Off Campus?

TRANSPORTATION

If your event is off campus, members should be provided with adequate and safe transportation, and complete all required liability forms prior to departure.

FOOD AND DRINK

Before deciding on a menu consider cost, cooking facilities, preparation, and clean up. Try cooking together it makes a great team building activity. On a tight budget? Consider potluck.

SELECTING THE BEST FORMAT

-Workshops presented by an "expert" - advertising, program planning, public speaking, fundraising, etc.

-Experiential Exercises- team building, communications skills, ROPES course, etc.

-Recreational Exercises

SELECTING THE FACILITATORS AND PRESENTERS

Organization Officers, Organization Members, Faculty Advisor, Other Faculty Members.

PLANNING THE RETREAT

Have members sign up to participate on committees. Remember people support what they help to create. Suggested committees: Transportation, Food/Drink, Lodging, Recreation, Programming, Clean-Up

RESOURCES IN DEVELOPING YOUR WORKSHOPS AND EXERCISES

Structured experiences books, reference books, videotapes; Faculty Advisor; Faculty Members

EVALUATING YOUR RETREAT

Evaluation Forms. Ask members what they thought of the experience. What would they change? What would they keep the same? Ask the presenters what they thought of the experience. What could have made it better?

PARLIAMENTARY PROCEDURE

Parliamentary procedure is a set of rules for conducting meetings. It allows for everyone to be heard and to make decisions without confusion. *Robert's Rules of Order, Newly Revised* is the basic handbook of operation for most clubs, organizations, and other groups. *Robert's Rules* can be found in most libraries.

A Very Abridged Version of Robert's Rules

The degree of order needed at a meeting is dependent upon the size and purpose of the group. The following are some basics of *Robert's Rules of Order*, which may be helpful for groups that need a degree of normality in conducting business.

The Motion

You may make a motion when you want the group to take some action: to send a letter, to accept a report, to hold a special meeting, to spend money for some special purpose, etc.

Introduce the motion by saying, "I move that," followed by a statement of the proposal. You cannot discuss the motion until someone has seconded it. This is done to reduce the number of discussions on a subject in which no one else in the group is interested.

The Amendment

Amendments are offered in the same way as a motion. You may offer an amendment when you agree substantially with the motion which has been made but want to make some changes before it is adopted.

Amending the Amendment

Just as a motion may be amended, an amendment may also be changed in the same way. As with the first amendment, the second amendment must relate to the motion and the amendment. It is in order only when it relates to both. No more than two amendments may be made to one motion.

Substitute Motion

The substitute motion is sometimes used when there is a motion and two amendments on the floor in order to save the time of the meeting. If there does not seem to be substantial disagreement with the motion and the two amendments, a substitute motion incorporating all three into one motion may be made and accepted by the chair.

Note: If you disagree with a motion or an amendment, you do not defeat it by trying to change the sense of the motion through amendment. You speak against the motion or amendments and urge the membership to vote against them. Then new motions calling for different action may be made and considered.

Speaking on Motions and Amendments

When you want to speak at a meeting, you raise your hand and ask the chair for the floor. As soon as you are recognized by the chair, you may proceed to speak either for or against the motion or amendments being considered.

When several members wish to speak at the same time, these guiding principles should determine the decision of the chairman:

1. The chairman should show preference to the one who made the motion.
2. A member who has not spoken has first choice over one who has already spoken.

If the chairman knows the opinions of members discussing the measure, he/she should alternate between those favoring and those opposing it.

Motion to the Table

If you wish to postpone or end debate on an issue, you may also make a motion to table. Such a motion is not debatable, and if it is seconded by one other member, the motion must be put to an immediate vote by the chair. The chair may discuss the reason for tabling with the member.

Calling a Question

To speed up the meeting and eliminate unnecessary discussion, a member can “call the question.” The chair will call for dissent. If you want the motion to be discussed further, raise your hand. If there is no dissent, voting on the motion takes place.

Voting

Voting on a motion can be as formal as using written ballots or as casual as having the chair ask if anyone objects to the motion. The most common practice is to call for a show of hands or a voice vote of ayes and nays. Only members present at the time may vote unless the rules of the organization allow for proxies or absentee ballots. A simple majority of votes cast will pass most motions. During elections when more than two candidates are running for an office, your organization rules should specify whether a majority or plurality is necessary. These rules can also call for other requirements depending on the issue on which the vote is held.

When the Chairperson Can Vote

Assuming that the chairperson is a member of the organization, he/she has the right to vote whenever a written or secret ballot is used. With any other method of voting, to protect the impartiality of the chair, he/she should vote only when it will change the outcome.

Point of Information, Of Order

If at any time during the meeting you are confused about the business being discussed or if you want the motion that is being considered more clearly explained, you may rise to ask the chairman for a point of information. After you are recognized, ask for the explanation which you desire.

If you disagree with any of the chair’s rulings, or if you believe that the person who is speaking is not talking about the business being considered, you may raise a point of order and state your objection to the chair. The chair then is required to rule one way or another on your point of order.

All parliamentary procedure information provided by Office of Student Leadership Development Programs at East Carolina University.



PIERCE COLLEGE SPECIFICS - CLUB MEETINGS

Club meetings are to be held on campus during regular college hours. Special activities, approved by a majority of club members, may be held off-campus. Brief minutes summarizing actions taken or decisions made, including items voted upon, should be maintained.

The club advisor must be present at all club meetings. No club meetings or activities should be held during finals.

If a room reservation is needed for club meetings, please complete a Classroom Meeting Request, which is accessible on the Pierce College ASO website. Please submit the completed form to the Office of Student Engagement, no less than 15 days before event occurrence. This form must be signed by the club advisor.



GUIDELINES FOR CONSTITUTIONS

The following outline and questions are designed to help write a constitution for an organization. The constitution should contain statements concerning enduring aspects of the organization. Items that are subject to frequent revision should be included in the bylaws.

PREAMBLE

This section should be a statement of the group's establishment and purpose of the Constitution. The preamble should contain the name of the organization.

ARTICLE I. Name

Section 1. What is the exact title to be used in addressing this organization?

ARTICLE II. Purpose

Section 1. What is the purpose? Is it fostering a broad educational goal? Is it a social, cultural, or political

aim? Why was the group founded?

Section 2. This section should be a statement of the group's willingness to abide by established college policies.

ARTICLE III. Membership

Section 1. Who is eligible for membership? Are there any restrictions? How does one become a member?

How are members identified?

Section 2. Voluntary withdrawal of membership may be provided for.

Section 3. Nondiscrimination clause should be provided for and include the following: race, color, creed, sex, or sexual orientation.

ARTICLE IV. Officers

Section 1. How many officers are there? What are their titles and duties? Will the officers constitute an executive committee? Description of any standing committees should be included, probably in the bylaws.

ARTICLE V. Operations

Section 1. How are officers elected? What type of ballot? When are they elected, and for what period?

Who is eligible for office? When do officers assume office? How may officers be removed? Clarify the role of the advisor.

ARTICLE VI. Finances

Section 1. How will the organization finance its activities? Will the organization submit a budget to the

SGA Finance Committee every semester?

ARTICLE VII. Amendments

Section 1. How are amendments to be proposed and by whom? Should there be a delay before voting on amendments? How are the amendments to be voted upon?

BY-LAWS

By-laws are intended to deal with the day-to-day rules governing the organization. These might have to change in order to accommodate new conditions or circumstances. Hence, they should be reviewed and updated at least annually.

1. Meetings: Stipulate the frequency of meetings, possibly the day of the week, and even the time and location.
2. Officers: List any additional duties or responsibilities assigned to the various officers, which have not already been covered in the constitution.
3. Committees: Name any standing committees and the method to be used for selecting chairperson and committee members. State the duties and responsibilities of these committees. NOTE: Consider composition, appointment, function, power, duties, membership, financing and publicity.
4. Financial: Provide for initiation fees, dues, and other assessments (if any); also details regarding delinquencies.
5. Elections: State all elections rules and procedures not already covered in the constitution. Be sure to include procedures for filling vacancies and procedures for voting.
6. Amendment of By-Laws: Stipulate the method for amending the By-Laws. The requirements for amending the By-Laws should not be as great as those for amending the constitution.

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PIERCE COLLEGE

APPENDIX OF STUDENT CLUB/ORGANIZATION RESOURCES AND TEMPLATES

- ◆ Advisor Self-Evaluation Checklist
- ◆ Advisor/Student Evaluation & Feedback Tool
- ◆ Sample Constitution and Bylaws
- ◆ Sample Meeting Agenda
- ◆ Sample Meeting Minutes
- ◆ Student Participation Field Trip Release Form Example and LACCD Regulations
- ◆ Student Meeting and Event Facility Use Request Form



ADVISOR'S SELF-EVALUATION CHECKLIST

Please answer the following questions as they relate to your role as a student organization advisor.
Fill in the blanks in front of each question using the following scale:

5 = all the time 4 = most of the time 3 = some of the time 2 = almost never 1 = never

- _____ I actively provide motivation and encouragement to members.
- _____ I know the goals of the organization.
- _____ I know the group's members.
- _____ I attend regularly scheduled executive board meetings.
- _____ I attend regularly scheduled organizational meetings.
- _____ I meet regularly with the officers of the organization.
- _____ I attend the organization's special events.
- _____ I assist with the orientation and training of new officers.
- _____ I help provide continuity for the organization.
- _____ I confront the negative behavior of members.
- _____ I understand the principles of group development.
- _____ I understand how students grow and learn.
- _____ I understand the principles that lead to orderly meetings.
- _____ I have read the group's constitution and by-laws.
- _____ I recommend and encourage without imposing my ideas and preferences.
- _____ I monitor the organization's financial records.
- _____ I understand the principles of good fund raising.
- _____ I understand how the issues of diversity affect the organization.
- _____ I attend conferences with the organization's members.
- _____ I know the steps to follow in developing a program.
- _____ I can identify what members have learned by participating in the organization.
- _____ I know where to find assistance when I encounter problems I cannot solve.

ADVISOR/STUDENT EVALUATION AND FEEDBACK TOOL

Please take 15-20 minutes to share your thoughts on the questions and statements listed below. Your feedback is valuable to me as your advisor.

Please use a scale of 5-1 to rate your answers, 5 being the best score.

1) I am satisfied with the amount of time our advisor spends with our group 5 4 3 2 1

Comments:

2) I am satisfied with the quality of time our advisor spends with our group 5 4 3 2 1

Comments:

3) I am satisfied with the amount of information our advisor shares with our group 5 4 3 2 1

Comments:

4) I am satisfied with the quality of information our advisor shares with our group 5 4 3 2 1

Comments:

5) Our advisor is familiar with the goals of our group 5 4 3 2 1

Comments:

6) Our advisor advises our group in a way consistent with our goals 5 4 3 2 1

Comments:

7) Our advisor adjusts his/her advising style to meet our needs 5 4 3 2 1

Comments:

8) Our advisor is a good listener 5 4 3 2 1

Comments:

9) Our advisor understands the dynamics of our group 5 4 3 2 1

Comments:

10) Our advisor role models balance and healthy living 5 4 3 2 1

Comments:

11) Our advisor challenges me to think 5 4 3 2 1

Comments:

12) Our advisor allows me room to make and execute decisions 5 4 3 2 1

Comments:

Additional Comments (use the back of this sheet if necessary):

*Resource provided by Jon Kapell, Associate Director of Campus Activities, Drexell University
From Schreiber, V. and Pflgebraar, E. "Supervising vs. Advising", UMR-ACUHO, 1999*

SAMPLE CONSTITUTION AND BY-LAWS

A constitution and by-laws are written to guide an organization in its operations and activities. All student organizations are required to have a constitution on file in the Student Engagement Office.

Typical components of a student organization constitution:

- Official group name - State full name, then provide Acronym
- The group's recognition source – Ex: National Organization, Campus Department
- The group's mission or purpose statement
- The group's requirements for membership
 - Define voting rights
- The roles and responsibilities of group officers
- The requirements for voting on group issues
 - Typical rule – 2/3 majority of individuals with voting rights
- The structure and timing for officer elections
- The requirements for amending the constitution
- A list of amendment dates and other important certifications or milestones for the group

By-laws:

- Outline the rules of procedures for an organization
- Should be consistent with the constitution
- Tend to be easier to amend than the constitution

The following sample constitution and by-laws are provided as a **guideline** to assist you in writing or revising your organization's constitution. There are many ways to structure an organization, so feel free to write your constitution and by-laws to meet the needs of your organization. Constitutions should be reviewed yearly in order to maintain effectiveness. An updated copy needs to be provided to Student Engagement during organization registration each Spring OR immediately after an update has occurred.

Tips for holding a constitution review meeting:

- Bring all stakeholders together, including organization advisor
- Start by creating a mission statement that describes the purpose of the group, along with a list of activities that will accomplish the purpose.
- Define the composition your membership and the requirements for admission into the group
- Write officer descriptions in third person using position titles instead of pronouns, i.e., "The President will."
- Keep the document in an editable digital format (.doc), a permanent digital format (.pdf), and in print

Constitution of _____ (Name of your group)

ARTICLE I: NAME

Section 1: The name of this organization shall be... (Provide actual name which will be used for all official business), hereafter referred to as...

ARTICLE II: PURPOSE

Section 1: The purpose of this organization shall be... (**Clearly** state the purpose, aims, and function of the organization)

ARTICLE III: AFFILIATIONS

Section 1: This organization is affiliated with... (Indicate if your group has an affiliation with a college department and/or any other campus, local, state, national, or international organization and explain the relationship. Organizations with inter/national affiliations must submit their inter/national constitution or statement of purpose. If your organization has no affiliation, this section may be omitted.)

ARTICLE IV: MEMBERSHIP

Section 1: The membership of this organization shall consist of enrolled Pierce College students. (A statement like this is required for your constitution.)

Section 2: This organization... (All registered student organizations must include in their constitution a non-discriminatory policy statement that is consistent with Pierce College non-discriminatory policy statement. An example would be: "This organization and its members shall not discriminate against any individuals for reasons of race, national origin, color, religion, gender, age, veteran status, sexual orientation, and/or ability status.")

Section 3: Membership in this group shall be open to all who are interested and... (List the criteria for membership to your organization, if you have any)

ARTICLE V: OFFICERS

Section 1: The officers of the organization shall consist of... (State all officer titles and duties)

- A. President - The President shall...
- B. Vice President - The Vice President shall...
- C. Secretary - The Secretary shall...
- D. Treasurer - The Treasurer shall...
- E.

Section 2: The qualifications for each office... (State the qualifications, if any, for the officers)

Section 3: The term of each office shall be... (Elections need to be held prior to term expiring.)

Section 4: Should an officer's position become vacant during his/her term, the following will take place...

ARTICLE VI: ADVISOR

- *Section 1: Our organization advisor must be a member of the faculty, administration, or staff of Pierce College.
- Section 2: The duties and responsibilities of the advisor shall be
- Section 3: Should the position of advisor become vacant during the year...

ARTICLE VII: MEETINGS

- Section 1: Regular meetings of the organization shall be held... (Consider how often you would like to meet, who calls the meeting, etc.)
- Section 2: Special meetings of the organization shall be held... (Consider who has authority to call these meetings, how much notice is required, etc.)

ARTICLE VIII: Hazing Policy

- Section 1: Hazing of any kind is strictly prohibited by Pierce College. (Organization Name) supports and abides by the Pierce College Hazing Policy.

ARTICLE IX : AMENDMENTS

- Section 1: This constitution shall be amended by a vote of (2/3, 3/4, etc.) majority of the membership at any regular or special meeting. (Note: The constitution should not be amended easily or frequently)
- Section 2: Provision for advance notice of amendment shall be... (Explain how eligible voting members will be informed of the proposed amendment such as posting, notification by email, announcement at two consecutive meetings, etc.)

Date Ratified (Insert date the constitution is initially ratified)

Date Revised (Insert date the constitution is revised)

BY-LAWS OF _____ (NAME OF YOUR GROUP)

ARTICLE I: MEMBERSHIP

- Section 1: Procedure for selection of membership...
- Section 2: Dues for this organization shall be... (Indicate amount, if any, and how often they are paid)
- Section 3: Membership responsibilities shall include... (Define Voting Rights and expectations (i.e. grades, attendance, etc) of members here)
- Section 4: Membership shall be terminated by...

ARTICLE II: SELECTION OF OFFICERS

- Section 1 The selection of officers shall be done by... (Clearly state election rules and voting procedures, eligibility for each office, and when the elections take place during the academic year)
- Section 2: The provisions for removal of an officer include...

ARTICLE III: SELECTION OF ADVISOR

- Section 1 The selection of the advisor shall be done by...
- Section 2: The provisions for removal of an advisor include...

ARTICLE V: RULES OF ORDER

- Section 1: This organization shall be governed by... (Specify source of parliamentary procedure for your organization. Most groups use "Robert's Rules of Order" in cases when it is applicable and consistent with the organization's constitution and by-laws.)

ARTICLE VI: AMENDMENT

- Section 1: These by-laws may be amended by a vote of ... (Should be similar to constitution, but tend to be easier to amend. Example: simple majority vote, 2/3 vote, etc.)

Date Ratified (Insert date the by-laws are initially ratified)

Date Revised (Insert date the by-laws are revised)

CLUB LOGO

Name of Student Organization/Club

Pierce College

SAMPLE MEETING AGENDA

DATE

TIME

LOCATION

Roll Call

Approval of Minutes

Action Items

Discussion Items

Reports (2 minute limit)

Executive Officers

Advisor

Departments

Committees

Announcements

Adjournment



CLUB LOGO

Name of Student Organization/Club

Pierce College

MEETING MINUTES

DATE

LOCATION

Called to order at: TIME

Roll Call

List all members and attendance

Approval of Minutes

Discussion Items

Action Items

List all action items

For each action item, list all voting members and their vote – Aye, No, or Abstain

Advisor

Committees

1. List reports by each committee

Announcements

Adjournment

List Time

This meeting is held in accordance with the Brown Act, Robert's Rules of Order, and the policies of Los Angeles Pierce College and the Los Angeles Community College District.

**LOS ANGELES COMMUNITY INDEX NUMBER S-13
COLLEGES**

**OFFICE OF THE CHANCELLOR
ADMINISTRATIVE REGULATIONS**

REFERENCE:

Board Rules: 9705, 9803, 91101

ISSUE DATE:

April 10, 2012

CHANGES:

**Replaces Administrative Regulation
E-77**

TOPIC: ASO Field Trips and Excursions

INITIATED BY:

Educational Programs and Institutional
Effectiveness

DATE OF CHANGES:

1. DEFINITION

For the purposes of this regulation, an ASO Field Trip or excursion is defined as an activity sponsored by the ASO or its clubs that is external to District facilities

2. REQUIREMENTS

In accordance with District Board Rules, Associated Student Organization and their authorized clubs may conduct field trips or excursions to and from places in the State, any other State, the District of Columbia or a foreign country, subject to the following requirements:

- a. All ASO students involved in the field trips or excursions must be accompanied by an ASO Advisor or a District employee approved by the Chief Student Service Officer. Exceptions may be made by the College President in writing,
- b. Persons other than students and District employees, whose services are essential to the ASO-related activities, must have the written approval of the college president in order to ride in any vehicle rented, leased, or chartered by the District for the purpose of transporting students to an event.
- c. Subject to applicable legal limitations, ASO Funds and Student Representation Fee moneys may be used for transportation, accommodations and/or meals in direct connection with the event.
- d. The most economical accommodations available, which are reasonably close to the event, shall be used.
- e. If the ASO contracts to provide group transportation, the contract shall include provisions for the vehicle and the driver, unless the driver is an authorized District employee with the appropriate license(s).

- f. Those ASO members and other participating individuals using their own vehicles to transport themselves or others must comply with the automobile liability insurance requirements under California law and provide the administrator in charge of ASO activities with a copy of their proof of automobile liability insurance coverage and a copy of a current driver's license.
- g. If travel is to and from a foreign country, the ASO or club sponsoring the field trip shall contact the District's Risk Manager sixty (60) days before the travel is scheduled to take place so that a determination can be made whether additional liability insurance is necessary.
- h. All provisions of the Student Code of Conduct (Board Rule 9803 et seq.) apply to students during the duration of all field trips. Violations are subject to the District's Student Discipline Procedures (Board Rule 91101 et seq.).
 - 1. In addition to student discipline contained in Board Rule 9803 et seq, violations of the Code of Conduct may result in the immediate suspension from the activity; in which case, the student will bear responsibility for any additional expenses occurring after the immediate suspension.
Students may also be required to pay restitution under the provisions of discipline procedures contained in Board Rule 91101.11(b)(3).
 - 2. Disorderly conduct will constitute a violation of the Standards of Student Conduct (Board Rule 91101.25). This applies to all District sanctioned events and field trips, under the supervision of a designated advisor(s).

3. EXPENSES AND WAIVERS

- a. Expenses of students participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this regulation shall be paid with ASO funds. Travel expenses of instructors, chaperons and other personnel participating in a field trip or excursion authorized by this regulation may be paid from ASO funds.
- b. Board Rule 10704 and Business Services Procedure 02-13 apply to allowances for meals for students and ASO advisors, except that ALL intoxicating spirits are prohibited. Receipts must be submitted for reimbursement.
- c. Reimbursement or payment for ASO-related student travel will be in accordance with the Business Services Procedures Manual guidelines.
- d. Pursuant to 5 C.C.R. section 55450, all persons, including students, taking the field trip or excursion shall be deemed to have waived all claims against the District and/or the State of California for injury, accident, illness, or death occurring during or by reasons in connection with the field trip or excursion. All adults taking field trips or excursions and all parents or guardians of minors taking field trips or excursions shall sign a statement waiving such claims (See attached form dated April 21, 2003).

e. Any person or parent or guardian of a minor who does not sign the waiver will not be permitted to attend the field trip or excursion.

4. ALCOHOL AND DRUGS

a. The Los Angeles Community College District Board Rule 9803.19 specifically prohibits use, possession, distribution or presence of alcoholic beverages, narcotics, or other dangerous drugs such as marijuana or lysergic acid diethylamide (LSD) on a campus or at any college/ASO sponsored functions. This includes travel to and from events.

b. Any student who violates Board Rule 9803.19 shall be subject to disciplinary action.





Pierce College - Student Participation Agreement

All Pierce College students are expected to abide by the Student Code of Conduct. Students shall respect and obey civil and criminal laws, and shall be subject to legal penalties for violation of laws of the City, County, State and Nation. Student conduct in all of the Los Angeles Community Colleges must conform to District and College rules and regulations. Violations of such rules and regulations are subject to disciplinary action. The following extends the responsibilities for the Pierce College students participating in co-curricular programs.

As a representative of Pierce College, you are expected to:

Conduct yourself in a manner that shows respect to yourself, your peers, advisor, and your program administrators. *initial:* _____

Respect and abide by all local and federal laws as well as the rules for behavior set by the Pierce College. *initial:* _____

Take responsibility for your own actions and their consequences. "But I did not know" is not an excuse for any kind of unacceptable behavior. *initial:* _____

Refrain from use of illegal drugs and consumption of alcohol or abuse of prescription drugs. Illegal behavior will be dealt with by the Pierce College judicial process. In addition, should you encounter trouble with local law enforcement due to your activities, Pierce College assumes no legal responsibility for any unlawful actions. *initial:* _____

Refrain from harassment or harassing behavior. This includes, but is not limited to, sexual harassment, racism, religious intolerance, or the like. Such behavior will be subject to disciplinary action. *initial:* _____

Name: _____ Student ID #: _____
(Sign)

Name _____
(Print)

Cell number: _____

Email address: _____

**Los Angeles Community College District
EXCURSION/FIELD TRIP FORM**

All participants complete Sections A and B:

- A. WAIVER
- B. MEDICAL AUTHORIZATION

Also complete Section(s) C and/or D and/or E, if applicable:

- C. NON-MEMBER OF CLASS OR CLUB
- D. A PARTICIPANT PROVIDING HIS/HER OWN TRANSPORTATION
- E. MINOR

A. WAIVER

Activity: _____

Campus/Class/Group:

Supervising Academic Employee: _____

Departure Date & Time: _____ **Return Date & Time:** _____

As stated in California Code of Regulations, Subchapter 5, Section 55450, I understand and agree that I shall hold the Los Angeles Community College District, its Board of Trustees, officers, agents, representatives, employees, and permissive users of District vehicles harmless from any and all liability, claims, causes of action, and demands related to, arising out of or in connection with my participation in this activity, including injuries, accident, illness or death.

If my participation in this activity results in any liability, claims, causes of action, or demands against the Los Angeles Community College District, its Board of Trustees, officers, agents, representatives, employees, and permissive users of District vehicles, I agree to defend and indemnify the District, its Board of Trustees, officers, agents, representatives, employees, and permissive users of District vehicles in such an action. I fully understand that participants are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in my being sent home at my own expense.

My signature on this document acknowledges that I have read and understand the above provisions and agree to abide by these terms.

Participant's Printed Name

Signature of Adult Participant or of Parent/Guardian on behalf of Minor Participant

Date

Address

Phone #

B. MEDICAL AUTHORIZATION: In the event of any illness or injury while participating in the activity listed in Section A, I hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care from a licensed physician, surgeon, and/or dentist as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be my responsibility.

Participant's Printed Name **Signature of Adult Participant or of** **Date**
Parent/Guardian on behalf of Minor Participant

Participant's Medical Insurance Carrier **Policy #**

Medical Insurance Carrier Address **Medical Insurance Carrier**
Phone

In the event of illness, accident, or other emergencies, please notify:

Name **Address** **Phone #**

Medical Condition: Check here if you have a special medical condition and attach a description of that condition to this sheet.

C. NON-CLUB MEMBER

I request that I may participate in the activity listed in Section A.

As a condition for being allowed to participate in the above-referenced activity as a non-club member, I agree to abide by the provisions of Sections A and B, and, if applicable, Section(s) D and/or E.

My signatures on this document acknowledge that I have read and understand all applicable provisions and agree to abide by these terms.

Participant's Printed Name **Signature** **Date**

D. A PARTICIPANT PROVIDING HIS/HER OWN TRANSPORTATION

I understand (college name: _____) may be providing transportation to and from the above-referenced activity. However, I do not wish to use this transportation.

I will provide my own transportation at my own expense to attend the activity listed in Section A and agree to abide by the following terms:

It is fully understood that the Los Angeles Community College District, its Board of Trustees, officers, employees, agents, representatives or volunteers is in no way responsible nor assumes liability for any injuries, losses, claims or actions resulting

from, arising out of or incident to the non- District transportation. I understand that although the District may recommend travel time and/or routes to and/or from this event, that such recommendations are not mandatory and do not in any way constitute District sponsorship of or responsibility for my transportation.

I also understand that the driver is not driving as an agent of or on behalf of the District.

My signature below acknowledges that I have carefully read these provisions and I fully understand and willingly agree to abide by these terms.

_____ **Participant's Printed Name** _____ **Signature** _____ **Date**

E. MINOR (For students/non-club members under 18 years of age, the parent or guardian completes this section in addition to Sections A and B; and C and D, where applicable.)

_____ has my permission to participate in the activity listed in Section A.

Participating Minor's Printed Name

Check here if there are no medical conditions that the staff should be aware of and if your son/daughter is not required to use any drugs during this activity.

AND/OR
 Drugs: Check here if your son/daughter must take any drugs during the excursion/field trip and list them on this form or hereto attached. All drugs, except those which must be kept on the minor's person for emergency use, must be kept and distributed by District/College staff.

Drug Name/Reason for Use

I have read, understand and agree to all provisions of Section A: Waiver; Section B: Medical Authorization; Section E: Minor; and Sections C and D, as appropriate; as related to my son/daughter's participation in this activity.

_____ **Parent/Guardian Printed Name** _____ **Parent/Guardian Signature** _____ **Date**

_____ **Address** _____ **Phone #** _____ **Son's/Daughter's Date of Birth**

After you have provided the information requested in this section and Sections A and B, please ask your son/daughter to return this form to the Supervising Academic Employee listed in Section A.

_____ **Signature of College Administrator** _____ **Date**



OFFICE OF STUDENT ENGAGEMENT

Received on: _____

BUSINESS OFFICE:

Received on: _____

MAINTENANCE & OPERATIONS:

Received on: _____

Please contact the Office of Student Engagement for contract and/or insurance requirements.

This form must be submitted within 15 working days prior to the date of the meeting or event.

Any revisions, changes, or cancellations require written notice at least 5 days prior to the request.

Submit all funding and Meeting or Event Request Forms to the Office of Student Engagement.

Contact Information

Contact Name: _____ Phone: _____ Email: _____

Name of Student Club/Organization: _____

Meeting or Event Information

Name of Meeting/Event: _____ Date of Event: _____

Type of Meeting/Event: _____ Location Requested: _____

Time of Event (list duration of event, including start time and end time): _____

Time needed for access for set up prior to event: _____ Expected Attendance: _____

Event Held on Campus? YES NO (If event is off campus, then submit Liability Forms to the Office of Student Engagement PRIOR to event.)

Event Open to Public? YES NO Will donations be solicited? YES NO

Will admission fees, contributions, or membership dues be collected? YES NO Amount Charged? \$ _____

Please explain how proceeds will be used: _____

Are you requesting funding from ASO? YES NO If yes, the Budget Request Form must accompany Facility Request.

Are you requesting off-campus services (speakers, vendors, etc.)? YES NO If yes, contracts must be prior approved.

Please list all vendors and/or invited speakers: _____

Are you planning to serve food? YES NO If yes, please attach current food handler's license of the food service.

The Event/Meeting Facility Form will not be approved until the vendor contract and/or food handler's license is received.

Are you requesting parking permits? YES NO If yes, please note quantity: _____

WAIVER OF CUSTODIAL COSTS: Permittee agrees to return facilities to original state to qualify for a waiver of custodial fees. Failure to restore all facilities to their original state will require payment.

Faculty/Staff Advisor Approval (includes being present at event/meeting)

Advisor Name: _____ Department: _____

Advisor Email: _____ Advisor Campus Phone: _____

REQUIRED Faculty/Staff Advisor Signature: _____

REFERENCES

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